

BULLETIN

CALIFORNIA

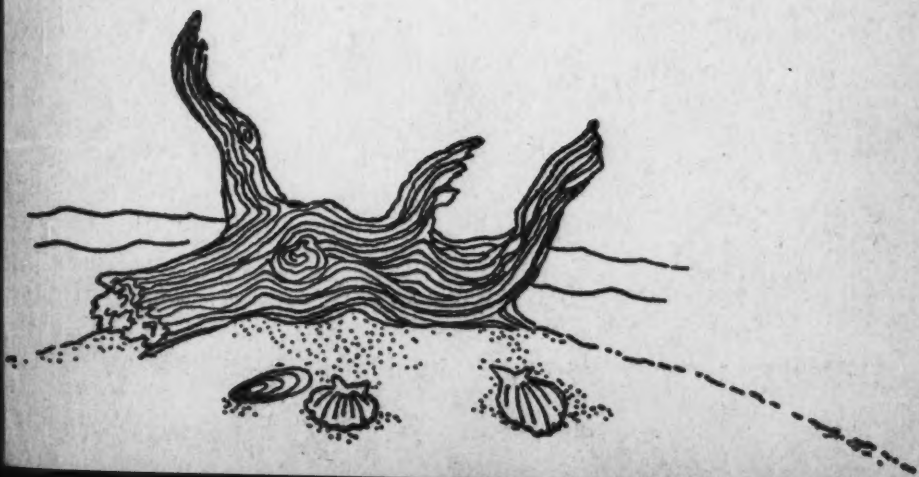
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SCHOOL LIBRARY

ASSOCIATION OF
CALIFORNIA

VOLUME 28, NUMBER 4

MAY, 1957



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BULLETIN

OF THE SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA

May, 1957

Volume 28, No. 4

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Views expressed in this publication are not necessarily endorsed by the Association.

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LARRISON, EARL J.

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Write for complete catalog ALA85



CAXTON OF CALDWELL, IDAHO



The San Francisco Audio Visual Materials Card Catalog

By

William B. Sanborn, Ed.D.

Supervisor, Audio Visual Education

Each school in the San Francisco Unified School District is receiving its own Audio Visual Materials Card Catalog, the result of 3 years of research and production in the Department of Audio Visual Education.

In conjunction with a reorganization and improvement of our audio visual services it became apparent that printed and mimeographed catalogs of the audio visual materials held by the department were unsatisfactory. The volume of materials made it impossible to reissue a complete mimeographed catalog each year, therefore a series of "supplements" were initiated. The original catalog plus its supplements reached a thickness of 7 inches. It not only became physically unmanageable, difficult to use, but like all yearly issued items it was outdated before reaching the user.

Since we are a library of instructional materials we deemed it advisable to use the library technique of card cataloging to replace the mimeographed units. This was not a hasty decision and was reached from the standpoint of economy of operation, efficiency, and professional effectiveness. Our approach was based on a desire to use the general, and familiar format of the library card catalog but to adapt it to fit audio visual materials, our curriculum, and specific departmental organization of the San Francisco City and County schools. Miss Margaret Girdner, Director of our Bureau of Texts and Libraries, was of great help in consulting with us on the project, and within our own Department of Audio Visual Education, Miss Bess Landfear, Research Librarian, has guided the project along. We pooled all the information (and experience) we could gather on cataloging and audio visual materials, lifting and

molding those ideas we wished to incorporate in our catalog. The teachers and administrators in San Francisco have received this card catalog project with considerable enthusiasm and made many excellent, practical suggestions during its development.

In terms of production we found it absolutely necessary to produce our own cards. We use a Multilith Model 1250 which is shared with the Bureau of Texts and Libraries and also used for other Central Office projects. It has proved a versatile machine, and using Multilith card masters we are able to obtain excellent results. Our standard run on each card is 200, giving us one each for the 132 production catalogs and the remainder as a cushion for growth, loss and replacement. The machine must be operated by a trained operator, but the card masters can be produced by any typist familiar with typing cards. Our card stock is 100% rag content, and for housing we use a 15 drawer standard library unit, such as manufactured by Remington Rand; one was obtained for each of the 132 schools in the district.

Here are the salient characteristics of our Audio Visual Materials Card Catalog:

The catalog includes all of the various types of instructional aids held by the Department which serves all levels and schools of the District. One of the most unique aspects of the catalog is its *color-keying*. Each card is banded across the top with a different color which designates what type of material it represents. For example, a red band is for filmstrips, blue for study prints, yellow for recordings, brown for exhibit, specimen and realia materials, green for slides, and a pure white card for motion pictures. Not only does this make a very at-

tractive and colorful catalog, but actually makes a teaching aid out of the audio visual materials catalog itself. At a glance it dramatically points up that there is much more to audio visual education than just motion pictures!

Appearing on each title and subject card is an objective, descriptive and critical note regarding the material. These notations are prepared by our own teaching and administrative staff in the District under the previewing program administered by our department. The cards note briefly the subject matter coverage and a comment indicating the grade level or aspect of the curriculum where it is most useful. Notes are also included regarding any specialized uses or outstanding attributes of the material in question.

Each card also contains the information common to many catalog cards, such as the type of aid or material, producer, date, in the case of motion pictures the running time, and of filmstrips the number of frames, series, and the recommended grade levels.

The catalog is for teacher, not student use. In organization it closely follows that of a standard library card catalog. Each item is given an appropriate Dewey classification number and our own type number, such as MS for motion pictures, FS for filmstrips, etc. Subject headings reflect local needs in terms of our curriculum. The cards are very similar in format to standard library cards, but have been adapted to fit our departmental and school needs. The title is carried to the left margin, and is followed by the call number, both *underlined*. Using our specially designed Audio Visual Materials Requisition, the schools merely have to copy the underlined data in making up a request for a particular item. This greatly minimizes errors in ordering and makes the catalog a more efficient tool for our purposes.

What are the advantages of this specialized card catalog tool? There are several. Most important is that it makes readily accessible, in one spot, and under any given heading or subject, *all* of the

materials held by the department. It has a good psychological aspect in that by virtue of the color-keying it helps focus attention on the wide variety of audio visual materials available. It greatly facilitates our communication with the schools and their staff as to new and current materials. Rather than send out an automatically outdated supplement once a year we can now send out packets of new cards every month or so, thereby keeping the catalog posted with current materials. Once established the maintenance costs are low and easily adapt themselves to a regular routine of preparation and forwarding of the cards. Also, it greatly facilitates the elimination of outdated, damaged and non-replaceable materials by allowing us to send out a list of cards to be pulled and destroyed.

As each catalog reaches the schools it initially contains approximately 15,000 cards, all of which have been written and processed in the Department of Audio Visual Education. Needless to say, it has been a tremendous job to prepare, file and arrange these cards. In each secondary school the audio visual coordinator handles the additions to the catalog, and in the elementary schools one teacher accepts, as a "professional responsibility," the maintenance of the catalog.

Thanks, Thanks & Thanks

Special appreciation to Mrs. Jeannetta Powell, and her assistant, Mrs. Jones, for their extremely fine assistance in doing the many stencils and hundreds of copies of mimeographed materials you received from the *Legislative Affairs Committee* "Action Sheets." In spite of momentary heavy pressures in their *Hillsborough North School* they met deadlines quickly and expertly.

Highlights Of Executive Board Meeting

Los Angeles, April 13, 1957

TREASURER'S REPORT:

Cash on hand \$692.63

BULLETIN (Mrs. Helen Earnshaw, Editor)

Recommended:

1. That renewal contracts for advertisers be sent out immediately following last issue of *Bulletin*.
2. That the Business Manager of the *Bulletin* be appointed for at least a two-year period for reasons of efficiency and continuity of policy.
3. That advertising rates not be raised at this time.

Board action: That the Bookman Press of Los Angeles be requested to continue publication of the *Bulletin* for an additional year with the understanding that it may eventually be designated as the permanent printer.

SPECIAL BULLETIN COMMITTEE

(Elizabeth Bantz, Chairman)

Reported progress toward binding three additional sets of the *Bulletin* (one for the Associate Editor, and one each for the Northern and Southern Sections).

Board action: Approved Miss Bantz's suggestions for binding, and for supplying record prints for missing numbers. Designated CTA, Southern Section Building as location for Southern Section set; requested Mrs. Erickson to decide upon a similar location in the North. Appointed the Associate Editor of the *Bulletin* to be in charge of binding all four sets. Appointed the Pacific Library Binding Company, one of our advertisers, as the official binder. Stated that the binding bills were to be submitted to the State Treasurer.

SECTION REPORTS

Northern Section (Mrs. Frances Erickson, President)

Southern Section (Margaret Glassey, President)

Summary of the year's activities.

CLA AND CTA REPRESENTATIVES

(Miss Jessie Boyd and Miss Helen Bullock)

Report of work with committees and other groups.

LEGISLATIVE AFFAIRS COMMITTEE

(Mrs. Maurine Hardin, Chairman)

Reported 91 replies to post card request for assistance sent out with Legislative Newsletter. All of these people have been assigned to committees of their choice.

Reported progress on School Library Consultant Bill AB-143. Expressed appreciation to Mrs. Charlotte Davis for successful organization of Stand-by Committee to contact legislators.

Commended San Francisco *Chronicle* and Friends Committee for Legislation for active opposition to censorship bills.

Recommended: Supporting membership of \$10 in Friends Committee as token of our appreciation. *Approved by Board.*

Transmitted for discussion a suggestion that we publish in the *Bulletin* a plea for voluntary contributions to help defray legislative expense. *Disapproved by Board.*

BOOK SELECTION POLICIES

(Miss Jean Anderson, Chairman)

Reported successful completion of recent survey of book selection and textbook adoption policies in California school libraries.

REVISION OF EDUCATION CODE

(Elizabeth Reining, Chairman)

In process of collecting suggestions for further study. Wider membership participation to be invited.

CREDENTIALS

(Elizabeth Neal, Chairman)

Reported her augmented committee had reached agreement on recommendations requested by the State Committee on Credential Revisions. These recommendations were then submitted to the

general membership for approval. Final vote: 245 - yes; 26 - no. We now await further word from the State Committee.

SCHOOL LIBRARY ARCHITECTS' AWARD

(Eva Andrews, Chairman)

Citation of merit rather than monetary award decided. We are now in consultation with the American Institute of Architects regarding the methods of arranging and judging the competition. Final report to be made at next State Meeting.

PUBLICITY

(Charlotte Cavell, Chairman)

Urged prompt transmittal of materials to incoming chairman each year, to achieve more successful publicity. Reported placement of several articles in library journals.

CONSTITUTIONAL REVISION

(Thomas Murray, Chairman)

Amendment to Constitution providing for automatic succession of Vice-President to the office of President has been approved by Advisory Council of both sections. Will now be submitted to the vote of the membership at the next State Meeting.

DUES INCREASE

Board action: To increase the dues to \$5.00 annually, divided as follows: \$1 to the *Bulletin*, \$1.50 to the State Treasury, and \$1.25 to each Section. At the end of a two-year period, these percentages are to be re-evaluated.

MEMBERSHIP CARDS

Mr. Muller reported multiple-form cards inadvisable because of cost. He submitted instead a proposed card with stub attached, which could be handed out or mailed. *Board action:* Authorized printing a five-year supply at once.

CTA STATEMENT ON CONTROVERSIAL ISSUES

The President reviewed correspondence with Dr. Arthur Corey and Mr. Garford C. Gordon relative to the participation of SLAC in the formulation of this statement (published in January CTA *Journal*). It was explained that their failure to include our suggestions

(particularly any mention of the school librarian's role in the selection of learning materials) was due to a policy decision namely, that specific statements relating to special aspects of the educational program (such as the librarian's responsibilities) should be omitted from this overall statement, but should be prepared separately and published at a later date. SLAC's cooperation was to be enlisted in preparing such a statement of the duties and responsibilities of school librarians.

STORAGE OF STATE ARCHIVES

Board action: Authorized purchase of a four-drawer filing cabinet, at a cost of approximately \$70, for storage of state archives in the CTA Southern Section Building. This file to be identical with one already purchased by the Southern Section for its own records.

JUNIOR COLLEGE LIBRARY ORGANIZATION

Recent opinion survey urging establishment of separate junior college library organization noted and discussed. *Board suggestion:* That time be allotted at the State Meeting for junior college group meetings if desired; and that the sections re-examine their programs and activities in an effort to enlist the interest and support of more junior college librarians.

1957 STATE MEETING

To be held in Asilomar, November 9-10, 1957.

MANUAL REVISION

Dorothy F. Smith appointed chairman of a committee to revise our state manual (for officers and committee chairmen). Committee also requested to incorporate in manual a statement of policy outlining respective functions of state and sections in SLAC.

ANNUAL REPORTS

Northern and Southern Section officers to exchange annual reports, to improve statewide communication.

SLAC REPRESENTATIVE AT AASL

Mary Louise Seely appointed to present report for Region VIII at AASL State Assembly, ALA, Kansas City.

THIS MATTER OF STANDARDS FOR JUNIOR COLLEGE LIBRARIES

After more than four years of intensive study and nationwide participation and evaluation the *Recommended National Standards of the Junior College Section of the Association of College and Reference Libraries, American Library Association* were officially adopted at the June meeting of ALA in 1956. The following letter from Dr. B. Lamar Johnson, Chairman of *The Library Committee of the Commission for Accrediting Junior Colleges* describes the fine cooperation which has developed between Junior College administrators and Junior College librarians in relation to accreditation and standards:

UNIVERSITY OF CALIFORNIA

Miss Elizabeth Neal, Librarian
Compton College
Compton, California

March 19, 1957

Dear Miss Neal:

It has occurred to me that a useful purpose may be served by recording and summarizing the work of the Library Committee of the Commission for Accrediting Junior Colleges.

The Library Committee was established by the Commission for Accrediting Junior Colleges in the spring of 1954. The Committee was established because (1) the Commission observed that accreditation teams were quite critical regarding the library situation in the junior colleges that had been visited up to that time, and (2) there were available at the time no generally accepted standards for junior college libraries which could be placed in the hands of accreditation teams as an aid to appraising the library situation — as well as in the hands of junior college administrators as a guide to strengthening their libraries.

With this background the Commission instructed its Library Committee to recommend procedures for appraising the effectiveness of junior college libraries.

The Committee carried on extensive correspondence with the American Library Association and with regional and national accrediting agencies. On the basis of its correspondence, the Committee was unable to identify standards which could be used as a guide to the junior colleges of California.

However, the Committee did find that two committees were at that time working on the problem of drawing up standards for junior college libraries—the Standards Committee of the Junior College Section of the American Library Association and the Junior College Library Standards Committee of the School Library Association of California. Accordingly, the Library Committee of the Commission for Accrediting Junior Colleges decided to work cooperatively with committees referred to above. This cooperation resulted in the study and examination of various drafts of proposals for library standards—by the Accrediting Commission's Library Committee. This cooperation also resulted in a number of studies of the status of junior college libraries in California and discussions with and suggestions from junior college administrators and librarians.

It afforded committee members a good deal of satisfaction to observe that the work of our California librarians and administrators had a good deal of influence on the statement of standards adopted last summer by the Junior College Section of the Association of College and Reference Libraries of the American Library Association.

After the adoption of the standards

referred to above (at the national meeting of the junior college section held in Miami in June 1956 at which Mrs. Thelma Taylor, Librarian at Los Angeles Harbor Junior College, was chairman)* the Library Committee voted to recommend that the Commission for Accrediting Junior Colleges distribute to accreditation teams and to California junior colleges the library standards referred to above not "as a rigid prescription of specifications for accrediting" but rather as "guide lines in the further development and improvement of junior college libraries."

In presenting the standards to the Commission for Accrediting Junior Colleges and later to the California State Junior College Association, the Committee stated "these standards must be interpreted in the light of the specific situation in any junior college in which they may be used."

In presenting the standards to the Commission for Accrediting Junior Colleges (as well as to the California Junior College Association), the Committee also included three appendices which, in its judgment, would be helpful in interpreting the standards for California junior college libraries.

The report of the Library Committee was unanimously accepted by the Commission for Accrediting Junior Colleges at its September 1956 meeting in Los Angeles. The standards and the report were subsequently presented at the October 1956 meeting of the California Junior College Association. The Association unanimously expressed thanks... for the effort which has been made in coordinating the work of the Committee with that of national and state agencies.

It has been a very fortunate circumstance that membership on the Library Committee has included both junior college librarians and administrators. During the work of the Committee, both librarians and administrators have responded with suggestions—and, in some cases, with sharp criticism. The Committee has been pleased to receive a good number of unsolicited statements of com-

mendation regarding its 1956 report and recommendations.

Undoubtedly, as time goes on, the Commission will, on the basis of experience, wish to examine and re-examine library standards and guide lines—just as it examines other aspects of the accreditation process and procedures.

On behalf of the Committee, I hope that you will, if you have an opportunity, extend to the junior college librarians of California our thanks (as well as that, I am sure, of the Commission for Accrediting Junior Colleges) for their help and cooperation. The Commission for Accrediting Junior Colleges welcomes at any time suggestions for improving the effectiveness of the accreditation process.

Sincerely yours,

B. Lamar Johnson, Chairman

Library Committee of the Commission for Accrediting Junior Colleges

*A slight change in wording was made at this point.

National Standards of the Junior College Section of the Association of College and Reference Libraries – American Library Association June, 1956

RECOMMENDED SERVICES OF THE JUNIOR COLLEGE LIBRARY

Today, the junior college library is a partner with the administration and the teaching staff in furthering the educational program of the institution. It derives its responsibilities from the objectives of the college and performs the following educational services:

A MATERIALS CENTER

1. To select, order, catalog, circulate and maintain books, periodicals, newspapers, pamphlets, documents, maps and other materials to meet curricular needs and co-curricular interests of

students and faculty under a program professionally planned and administered.

2. To procure and administer the use of films, slides, mounted pictures, records and other audio-visual materials, and to provide appropriate rooms for previewing these materials and listening to recorded music and speech (unless these services are provided by some other agency on the campus).
3. To notify students, faculty and administrators at frequent intervals of the availability of new materials.
4. To assist in the counseling program by providing occupational and vocational materials for the use of students and the guidance staff.
5. To keep the book collection current by frequent evaluation on the part of librarians and faculty members, and subsequent discarding of obsolete materials.
6. To collect and preserve historical archives and publications of the college.

A TEACHING AGENCY

1. To give instruction in the use of books and libraries to new students as an essential part of their general orientation program, to classes requesting specific information or assistance, to individual students or teachers and to student library assistants.
2. To cooperate with faculty members in the preparation of reading lists and bibliographies.
3. To assist students in their search for information through individual help at the card catalog, the Readers' Guide and reference desk.
4. To participate in committee discussion for planning and developing the junior college curriculum, the head librarian to be an appointed member of the *Curriculum Committee*.
5. To establish helpful rapport between the librarians, faculty and students by bringing library resources and counsel into the classroom at the invitation of the instructor.

A READING CENTER

1. To assist the faculty in arousing interest in reading beyond the limits of course requirements.
2. To provide stimulating and worthwhile recreational reading materials.
3. To give individual reading guidance when needed or desired.
4. To provide reading materials suitable for the needs of students with reading or language deficiencies and for foreign students.
5. To stimulate a growing interest in books and reading by means of displays, exhibits and other campus publicity.

A COMMUNITY CENTER

(if in accordance with college policy)

1. To cooperate with the evening education program, the extended day program and the adult education program by making the library facilities and services available as needed by these groups.
2. To make library facilities available to groups interested in educational welfare, such as patron's groups, community advisory committees and other special interest groups.
3. To sponsor book discussions and lectures by authors and other authorities.
4. To assist in the acquisition of materials relating to local history and problems of local interest.

ADEQUATE LIBRARY SERVICES DEPENDENT UPON ADEQUATE LIBRARY HOLDINGS

A junior college library should have an adequate, carefully selected collection of books and other materials pertinent to the needs of the college for cultural, curricular and recreational reading. The collection should show evidence that recent materials have been added as needed, and that obsolete materials have been removed.

REFERENCE BOOKS

A good reference collection contains standard, up-to-date works of a general reference nature, such as authoritative dictionaries or encyclopedias, as well as books of reference in the subject fields.

GENERAL BOOKS

The general collection should be balanced. Recent, authoritative, readable books for supplementary reading in all fields should be selected after consultation with the faculty in each field. In addition, books for recreational, inspirational and cultural reading for the entire library clientele should be provided.

The lowest quantitative standard for accreditation is 4,000 titles. A basic minimum of 10,000 titles exclusive of duplicates, government documents and currently adopted textbooks is desirable for the average junior college. At least 500 to 1,000 titles should be added yearly to cover essential additions and replacements.*

PERIODICALS AND NEWSPAPERS

These constitute an invaluable source of reference for material on all subjects. They should be selected by the librarian with a view to their permanent value and with the advice of instructors for those periodicals which cover special fields. Indexes such as Readers' Guide, International Index, etc. are necessary to make possible the efficient use of a periodical collection. The most important holdings in each field should be bound and shelved in the Reference Room. If permanent files of newspapers are thought necessary, a microfilm file is most satisfactory.

OTHER HOLDINGS

Vertical file materials, including pamphlets, leaflets, government publications and other ephemeral material should be ample in supply and readily available.

AUDIO-VISUAL MATERIALS

If audio-visual materials are to be a part of library holdings, provision should be made for the housing, equipment and personnel to handle this phase of the library services. Those materials may include films, filmstrips, slides, tapes, disc recordings, study prints, charts, pictures, etc.

ADEQUATE LIBRARY SERVICES DEPENDENT UPON ADEQUATE LIBRARY BUDGET

Expansion of the library budget should be planned to proceed at a pace consistent with added enrollment and expansion

of the curricula. The librarian should submit an annual recommended budget. If this must be altered, there should be consultation with the librarian before a final decision is made. Allocation of funds within the library budget should be the responsibility of the librarian (books, periodicals, binding, supplies).

A minimum quantitative standard for expenditures for books and periodicals should be \$3.00 per student enrollment or such other figure as is required to meet the statement under *General Books*.**

* See Appendix A

** See Appendix B

ADEQUATE LIBRARY SERVICES DEPENDENT UPON ADEQUATE HOUSING

The library building should be planned with the needs of the particular college in mind and after consultation with a library expert. In so far as is possible, these needs should be considered with an eye not only for the immediate present, but also for future growth and possible expansion of the library services (such as audio-visual and class instruction in the use of the library). It should be remembered that within limits the number of rooms that can be supervised is dependent upon the number of professional librarians to be employed. Therefore, the possible future expansion of the staff (both professional and clerical) must be kept in mind when planning a building in order that there are not more room areas planned than can be administered by available personnel at the various hours when the library will be open.

ARCHITECTURE

The building, or library quarters, should be fireproof, functional, adaptable and designed to allow for future expansion. If it is a separate building it should be located in the center of the campus. If it is a part of a building, it must be capable of being separated by walls or corridors from other college activities, yet be central and convenient.

ROOMS

It is desirable that the following rooms or room areas be included: ref-

erence room, general reading room, faculty reading room, stack room, work room with storage space, catalog room, reserve-book room if needed, janitor's closet, a typing room for student use, a near-by classroom for lecture purposes (which can be darkened), audio-visual quarters (if library gives this service). All areas should be planned for maximum supervision by a minimum staff.

SERVICE AND UTILITIES

The importance of physical conditions to library atmosphere should be recognized, and every effort made to improve them. The following items should be considered. Acoustical treatment should be given to walls and ceilings; floor coverings should absorb sound; heating units should be so located as not to interfere with shelving or general service of the library; air conditioning should be installed if library is used during the summer months or is in a locality where it is needed; electric outlets should be ample and convenient; lighting throughout should be carefully planned for conservation of eyesight; the work-room should be provided with hot and cold running water.

It is recognized, however, that excellent library service is often provided in buildings that do not meet all of these recommendations.

SEATING CAPACITY

In determining the necessary seating space, consideration should be given to the type of student body and its specific study needs (whether dormitory, academic, vocational, etc.).

Quantitative recommendation is for 10 to 25 per cent of enrollment, except in dormitory colleges where from 20 to 35 per cent of enrollment is recommended.*

BOOK SHELVING

Shelving should accommodate the existing collection and provide space for calculated expansion. Actual shelving may be installed as needed. The necessary stack area may be estimated at the rate of 8 volumes per linear foot of shelving.*

ADEQUATE LIBRARY SERVICES DEPENDENT UPON NECESSARY PROFESSIONAL AND CLERICAL PERSONNEL

The size of the library staff will depend upon the number of students and faculty the library serves; the hours the library is open; the type of curriculum offered; the arrangement of the library rooms; the nature of the service required (audio-visual, added instructional duties, etc.); the amount of organizational work; and the rate of growth of the collection. Minimum requirements should include:

PROFESSIONAL LIBRARIANS

1. The head librarian must be professionally trained with a degree in Library Science, and preferably a Master's Degree in Library Science or a related field. She should have a state or local credential when required.
2. All professionally trained librarians should have faculty status, stipulated tenure, regular salary increases, and retirement benefits.

In addition to the head librarian there should be at least one additional professional librarian for each 1,000 enrollment.

NON-PROFESSIONAL OR CLERICAL HELP

1. It is recommended that at least one full time clerical assistant be employed in every junior college in addition to a professional librarian.

In a large junior college (over 1,000 enrollment) the clerical staff should consist of not more than 60% nor less than 40% of the professional staff.

2. Students should not replace full time clerical assistants, nor should student hours be evaluated as equivalent to clerical hours. Student assistance should be in the non-technical duties (shelving of books, charging and discharging, etc.).
3. If the librarian administers the audio-visual services, added clerical help should be provided.

* See Appendix C

ADMINISTRATIVE PRACTICE

The head librarian should be selected by the president of the college and

should be directly responsible to him for the administration of the library. The professional library staff should have the same consideration granted instructional staff members of the college including salary based upon academic training, experience, and responsibility regardless of sex or marital status. Salary increases, leaves of absence, retirement and other plans for securing faculty competence should apply. Professionally trained assistant librarians should be appointed by the president in consultation with the librarian, and should be directly responsible to the librarian.

FACULTY-LIBRARY COMMITTEE

In the formulation of library policy and to help interpret faculty needs to the librarian and library problems to the faculty, there may be a faculty committee, appointed by the president, with the librarian as chairman. This committee should be advisory and should not concern itself with details of library administration.

Appendix

APPENDIX A

The Library Committee of the Commission for Accrediting Junior Colleges strongly recommends that the minimum of 4,000 titles be considered acceptable only in the case of a new junior college at its first accreditation visit. In any case in which the minimum of 4,000 titles is accepted, visiting teams should look into the plans and possibilities for early expansion in the future.

APPENDIX B

The following quotation from a statement of standards adopted by the School Library Association of California in November, 1955 may be useful in interpreting library budgets for California junior colleges. "Budget apportioned as follows to provide as soon as possible for recommended minimum collection of 10,000 titles. This scale budget should apply regardless of size of book collection.

\$6.00 for A.D.A. of 500 or under.
\$5.00 for next 500 to 1,000 A.D.A.
\$4.00 for next 1,000 to 4,000 A.D.A.
\$3.00 for all A.D.A. over 4,000.

The total budget for books, periodicals, bindery and supplies should be flexible so that funds are interchangeable in any of these areas of unanticipated needs."

"Junior College Libraries Recommended Standards" *Bulletin*. The School Library Association of California. March, 1955. Volume 26, Number 3.

APPENDIX C

Information regarding library building specifications, including such items as square feet needed for seating capacity, square feet needed for book capacity, etc., may be found in a pamphlet entitled "Dear Mr. Architect," prepared by a Committee on Planning School Library Quarters of the American Association of School Librarians. Revised edition. Chicago, American Library Association, 1952.

This publication recommends that 25 square feet be allowed per reader in reading room areas; that 8 books per shelf foot be allowed in estimating stack area needs.

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1957 Summer Sessions and Workshops

UNIVERSITY OF CALIFORNIA

The School of Librarianship of the University of California will be having two sessions this summer. The courses offered from June 17 through July 27 will consist of:

Introductory Classification and Cataloging	4 units
School Library Administration	2 units
Library Work with Children	2 units
Reference and Government Publications	4 units

The courses offered during the second session, which runs from July 29 through September 7 will be:

Introduction to Librarianship	2 units
College and University Library Administration	2 units
Development of the Book	2 units
Special Problems in Classification and Cataloging	2 units
Reading and Reading Interests	2 units

Those who are interested in summer work at Berkeley should contact Dr. J. Periam Danton, Dean School of Librarianship University of California Berkeley 4, California

Application must be made for admission to the Summer Sessions by May 22 for the first session; by July 9, for the second session.

SAN JOSE STATE COLLEGE

San Jose State College, San Jose, California is planning a complete summer session program of school library and instructional materials courses from June 24 through August 2.

Mrs. Mary Peacock Douglas, supervisor of school libraries in Raleigh, North Carolina, will be on the staff of the department during the opening week of summer session. Mrs. Douglas' services as a consultant on school library problems will be available for all students attending the six-weeks session.

The regular summer session program at San Jose State is being preceded, during the week of June 18 through June 22, by a workshop on the school library

which is also being headed by Mrs. Douglas.

The following undergraduate courses are scheduled during the regular six weeks session:

Reference Books	3 units
Technical Processes	3 units
Book Selection	2 units
School Library Administration	3 units
Library and School Relationships	3 units
Book Selection for School Libraries	3 units

Four units of work at the graduate level are also being offered in regularly scheduled courses which include: Advanced Cataloging, and School Library in Community Life. Additional courses may also be worked out as special studies.

Anyone interested in the summer session program, or in the workshop, should contact Miss Dora Smith, Head of Department of Librarianship.

UNIVERSITY OF SOUTHERN CALIFORNIA

The School of Library Science of the University of Southern California will operate two summer sessions, beginning June 24 and running through August 30, 1957.

In the six-week session from June 24 through August 2 the following courses are scheduled:

Bibliography I and II
Bibliography of the Social Sciences
Reading Guidance for Children
Bibliography of the Biomedical and Physical Sciences
Administration of Libraries
Cataloging and Classification
The School Library
Reading Guidance for Adults
Directed Research
Thesis
Government Publications

On the staff of the first session will be Dr. Martha T. Boaz, Director of the School of Library Science; Hazel Dean, Associate Professor; Fernando Pena-

losa, Assistant Professor; Marion Horton, Instructor; Marion Masarachia, Lecturer and Chase Dane, Visiting Assistant Professor.

In the four-week post-session from August 5 through August 30 the courses to be offered will include:

History of Books and Printing
Seminar in School Library Problems
The American Public Library
Directed Research
Thesis

The post-session staff will include Dr. Boaz and Miss Horton together with Roland Baughman and John Henderson as visiting lecturers.

For information and application forms, which should be filed by June 6, 1957, write to:

School of Library Science
University of Southern California
Los Angeles 7, California

IMMACULATE HEART COLLEGE

The Graduate Department of Library Science at Immaculate Heart College expands its program in its fifth summer session.

Classes are open to men and women who have graduated from approved colleges who wish to earn the California School Librarianship Credential, for those who wish to qualify for public library service and for those who wish to earn the master's degree.

It is possible to complete any one of the programs by attending summer classes only or by taking extended time classes through the year.

In addition to the classes given by the regular faculty, Reverend Francis X. Canfield (MS in LS, Michigan) will give a course in History of Books and Printing with illustrated lectures and field trips, and Mrs. Edith Bishop (BS in LS, Washington) Librarian at Arroyo Seco Branch Library and formerly Assistant Head of Work with Children at Los Angeles Public Library will give a survey course in Children's Literature.

Classes are held between 9 and 2 from June 25 to August 2. For further information write or call:

Director, Graduate Department of
Library Science
2070 East Live Oak Drive
Los Angeles 28, California
Phone HOLlywood 9-1447

UNIVERSITY OF NEVADA

The University of Nevada, College of Education, Reno, Nevada, announces that the courses to be taught in Library Education during the 1957 summer session are as follows:

*Main Session - June 24 - August 2 -
Reno Campus*

Education 301 (G) — Introduction to
Library Education and Reference
Sources

Education 302 (G) — Literature Se-
lection for Children

Education 306 (G) — Organization
and Classification of Library Ma-
terials

Secondary Education 401 — Audio-
Visual Methods in Teaching

*Main Session - June 24 - August 2 -
Las Vegas Campus*

Education 301 (G) - Introduction to
Library Education (June 24-July 12).

*Post Session - August 5-16 - Las Ve-
gas Campus*

Education 402 - Workshop in School
Library Problems

For information concerning registra-
tion write to:

Garold D. Holstine
Dean and Director of Summer School
University of Nevada
College of Education
Reno, Nevada

UNIVERSITY OF WASHINGTON

For the first time since World War II, the School of Librarianship at the University of Washington, Seattle, will have a two-term summer session in 1957. Each term is 4½ weeks, and total summer quarter nine weeks, June 24 to August 23.

It will be possible to take 7½ quarter credits of work in each term and students may attend one or both terms. This arrangement is being reinstated at the request of teachers and teacher-librarians.

The course work during summer quarter includes most of the courses of-

ferred during the regular academic year. Basic required courses for the Master of Librarianship degree are offered every summer, and the continuations of these courses will be given in alternate summers. Additional course offerings will vary from year to year, but they are planned to complete requirements for the degree by attendance during summers only.

Courses of special interest and value to school librarians will be offered in both terms of summer quarter. For students who have completed the 15-credit teacher-librarian credential before entering the Graduate School, the program will be adapted to meet individual needs.

A detailed schedule of summer quarter program will be available soon, and will be mailed to those requesting it from the Summer Quarter Office, University of Washington, Seattle 5.

Two distinguished librarians will augment the regular full-time teaching faculty this summer. Mrs. Winifred Ladley, Supervisor of School Libraries, Mercer Island, Washington, who conducts a story-telling program on Seattle's educational television station, will teach courses in story-telling and school library materials. Mr. Everett Moore, Head of the Reference Department, University of California at Los Angeles, will offer courses in Bibliography and Reference.

UNIVERSITY OF DENVER

The summer session at the University of Denver will extend from June 24 to August 23, with course offerings in Book Selection and its principles including books for both children and adolescents; Cataloging and Classification; Bibliography; Library in the School (Elementary and Secondary); Literature of the Humanities, Social Sciences and Sciences; History of Books and Libraries; Reading for the Librarian; Technical Processes in Libraries; Government Documents; County and Regional Library Service; College and University Libraries; Field Work; and Research Studies.

Just before the opening of the regular summer session, June 17-21, there will be a workshop which will be concerned with the Dynamics of the Library Services Act. Again, during the summer session there will be another workshop, which will give consideration to the Dynamics of the School Library.

The regular faculty members who will be on campus will be Stuart Baillie, Director of the School of Librarianship; Isabel Nichol, Associate Professor; Paul W. Winkler, Assistant Professor; Lucile Hatch, Associate Professor; Frances Lunbeck, Assistant Professor; Virgil Lichtenberg, Bibliographer. Visiting faculty will include: John T. Eastlick, Librarian of the Denver Public Library; Margaret Girdner, Director of the Bureau of Textbooks for the San Francisco Schools; J. Elias Jones, Chief of the Cataloging Division of the Cleveland Public Library; Inez W. Moffit, Assistant Professor of Library Science of Arizona State College in Tempe; Gretchen Schenk, Consultant for County and Regional Libraries in Summerdale, Alabama; Carson W. Bennett, Librarian of Rose Polytechnic Institute, Terre Haute, Indiana; and I. Elizabeth Stafford, Librarian, Junior High School, Port Chester, New York.

For details about either of the workshops or the regular summer session, write to Mr. Stuart Baillie, Director, School of Librarianship, University of Denver, University Park, Denver 10, Colorado.

UNIVERSITY OF MICHIGAN

In addition to courses in the basic program in library science and courses on the advanced level, the University of Michigan will offer three workshops, each of two weeks duration during the summer session period:

School Library Workshop, August 5-16

The fifth annual School Library Workshop of the University of Michigan Department of Library Science will have as its theme: "Planning Elementary School Library Service." Problems identified by the group will be considered

through talks, group discussions, individual reports and conferences. Professor C. Irene Hayner of the Department of Library Science and Mrs. Edna Ballard Mack, Lecturer in Library Science, University of Michigan Extension Service, will conduct the Workshop. A guest consultant in the area of school library service will be announced later.

Coordinate Indexing Workshop,
August 5-16

The Workshop on Mechanizing Information for Research will comprise lectures on coordinate indexing and the logic of its use in manual and mechanized information services, integrated with a workshop investigation of these techniques, and the preparation of a coordinate index. The course will be given by Mr. C. D. Gull, Administrative Officer, Division of Engineering and Industrial Research, National Research Council, Washington, D.C. It will be preceded by two six-week courses intended for special librarians: a general course on business and industrial libraries, and a bibliographical course on business information services, both to be taught by Miss Rose L. Vormelker, Library Director of the Forest City Publishing Company, Cleveland, Ohio.

Library Buildings Workshop,
August 5-16

The Workshop will consider problems of library buildings and equipment in various types of libraries — school, public, college and university. The director of the Workshop will be Mrs. Edna Hanley Byers, the Librarian of Agnes Scott College and author of "College and University Library Buildings."

For further information write to Department of Library Science, University of Michigan, Ann Arbor, Michigan. Since enrollment is limited, prospective participants should write well in advance.

Scholastic Magazine has come out with *Explorer*, "a new delightfully different magazine for grades 3 and 4." To

inquire about a copy for your library or for your teachers write to:

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New York 36, N.Y.

The Jam Handy Organization of Detroit, Michigan has produced a new series entitled:

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Story Telling Festival At Immaculate Heart College

Sister M. Isabelle, I.H.M.
Acquisition-Librarian of Immaculate
Heart College Library

Through the courtesy and generosity of the Filippa Pollia Foundation the Graduate Department of Library Science at Immaculate Heart College in Los Angeles was privileged to present Mrs. Frances Clarke Sayers in a story-telling festival in the College Social Hall on March 30, 1957. In memory of Doctor Joseph Pollia's daughter, Filippa, many children each year enjoy the delights that the child herself loved during her short life. Mrs. Sayers, for many years head of Work with Children at the New York Public Library and now on the English faculty of the University of California at Los Angeles, thinks that there is no thrill quite like telling or hearing stories. Within the timeless tales of folklore, according to Mrs. Sayers, lie elemental wisdom, knowledge of human behavior, and the accumulated wit and humor of generations.

Third, fourth, and fifth grade children from the nearby public and private schools sat on cushions close around the feet of the story-teller; older children on low portable bleachers encircled the group. School and Children's Librarians from Los Angeles and distant cities occupied the chairs on the outer rim of the crowded social hall. At one end of the room 150 children's books were on display. They had been purchased with the grant from the Foundation to be placed in the Library Science collection of the College Library. The collection had been carefully selected by faculty

and students of children's literature and story-telling courses. Programs as well as the invitations were gay with colored pictures of characters from children's loved books — Peter Pan, Cinderella, and others.

The Library Science Faculty and students were the hostesses for the afternoon. There was exciting anticipation for both children and adults, and then the moment came for Mrs. Sayers to unlock the floodgates of literature for the children who had the good fortune to come within the hearing of her voice. And what a voice it was! Its tilt and musical cadence, its quickening of pace, or strident tones carried the young ones along with her into the land of make-believe.

For her first story Frances Clarke Sayers told "Mollie Whuppie" from Joseph Jacobs' *English Fairy Tales*. Those who listened forgot all except the glory of that voice and the deeds of the clever child. Hans Christian Andersen's birthday was then honored in the telling of two tales from his *Fairy Tales and Legends*—"The Swineherd," and "The Tinderbox." Mrs. Sayers spoke as if inspired as she took the children away into realms of fancy and fired the adults with a desire to "do-it-yourself."

That ended the story-telling part. But the books had to be handled and inspected while Oh's and Ah's of delight told of their loveliness. Tea was served to the guests at the end of the Festival. It is hoped that this will be an annual affair given by the Graduate Department of Library Science.

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We Sissy Social Scientists

by **CHARLIE BOSS**
Los Angeles City College

There is a growing impression among social scientists that instructors in this field are being considered less and less important by our own school authorities. And, much more pathetically, the social science teachers are themselves accepting this subordinate role without protest. In this coming age of the atom machine, we have been forced to give way to the physical and technical sciences.

This attitude of indifference to our courses takes on many forms. For example, it is expressed in room assignments. We are found teaching history in the chemistry lecture hall. Or, they cram some eighty students in the small auditorium and call it the political science classroom. Any vacant room will do for social science. You can easily spot the social science instructor on any junior college campus—he is the one who looks like a golfer, carrying his many maps and charts from room to room. Since we rarely complain, we continue to be poorly accommodated.

Did you ever notice the way they permit anyone to teach our courses? So long as a member of the faculty has an obscure minor in the field, or "would like" to teach social science, or has an opening in his teaching program, he is assigned one or more of our important subjects. Deans who affirm the philosophy of versatility among their staff initiate this belief by first rotating the social science courses. Yet, to assign one of our courses to an indifferent, uninformed or unenthusiastic instructor is a sure way of shortchanging the education of junior college students. We regular social science instructors say nothing about this common practice. We do not even arch an eyebrow.

Not only is there a lack of enthusiasm and organization among teachers drafted

to this field, but also among the regular instructors we find a sophisticated indifference to organization. Too many of us on the junior college level begin the course where we like, rehash and expand our narrow Ph.D. findings all out of proportion, and leave the students in mid-air at the end of the semester. At one of our institutes, two instructors confessed loudly that they never got beyond the colonial period in the survey course in American History. Moreover, their confessions were more of a boast than an apology! These are not exceptional cases.

Another junior college instructor stated that since he did not believe in a rigid grading system, all his students are given either a "B" or an "A". What a price for popularity! On any Los Angeles junior college campus, the identical course is taught in varying degrees of penetration and grade distribution by the several instructors. Certainly the description of the course in the junior college catalog, and what is actually taught, is purely coincidental! Perhaps this is why we have been treated with such silent disdain by our own administrators, faculty, and students.

Another way in which the social scientists have short-changed themselves, or have been short-changed, is in the allotted budget. Compared with all other courses, the cheapest course to instruct, in terms of ADA, is a social science subject. All we are provided with is a piece of chalk, eraser, and blackboard. Compare our sixty students in one bare room, with the twenty in a business, shop or science classroom. There these handful enjoy equipment worth hundreds of thousands of dollars.

Yet, a good case can be made that ours is the more important contribution to

the American society. All students are citizens, practically all of them marry—what information we give them in citizenship and in living together is indispensable. But what happens? When it comes time to slice the budget, all we get is another box of chalk and two new erasers. We do not complain.

Take the manner in which deans, parents, and even students challenge our grading system. It seems that every outsider is an expert in our field! Without hesitation, momistic counselors urge us to reconsider this or that mark. After all, this boy is from Iran and he does not understand English. Or, after all, this student is just two points away from graduation. Or, after all, this man is a chemistry major, or diesel major. Why should he know your course? So what if he does not know the workings of the federal and local governments, why should you or he worry about this gap in his education—he is already a citizen by birth! Since we never reply in anger to these intruders, we continually invite such interference. A social science instructor is a person of character and integrity beyond question; yet we are not treated as such.

These countless frustrations are the reasons why so many of the social science instructors glance longingly toward Los Angeles City College. There, at this particular institution, these petty annoyances are never experienced. Like Mecca, all eyes turn toward the Vermont Campus. It has been said that, disregarding geographical inconveniences, a majority of the social science instructors at the neighboring junior colleges would gladly surrender their extracurricular chores just to teach at LACC.

There are many reasons why LACC is held in so high esteem. The main one is the wholehearted backing given to the social sciences by Dr. John Lombardy; he has taught in this field and he knows the importance of these courses. Dr. Lombardy's support is constant and inspirational. For example, one of the new buildings on our campus will be called a Social Science Building. We have been

consulted as to what should be in each room to make it a unique social science classroom. Rare indeed, and courageous too, is the administrator willing to commit one of his physical structures to the teaching of the social sciences.

And next to John Lombardy we have another fighter, Belford Cruse. He has been head of the social science department for about twenty-three years, and in every year of his glorious career this gentleman has fought for the social sciences with the firm conviction that his department is the finest and most important on the campus.

Another feature elevating the morale of the social science instructors at LACC is the policy of assigning not more than forty-five students to the classroom. Even in the survey courses, no effort is made to jam in more students. When you realize that LACC is the largest junior college in the country, this is a remarkable policy.

Here at LACC only a few different courses are assigned each instructor. The teacher is not "spread thin" with a large number of preparations. Furthermore, subjects are not rotated indiscriminately among the staff. Such specialization permits an instructor to improve the quality of his performance.

Take the question of marks. LACC is definitely not a flunker's paradise! We are proud of the work of our transfer students. "I have taught at LACC for over fifteen years, and never during that time has any anxious coach or nervous counselor asked me to reconsider a grade in social science—they would not dare!" This statement has been made and is being made by LACC instructors, present and retired.

These are some of the many advantages in teaching social science at LACC. As a result, we fragile flowers recently assigned to LACC are growing more vigorous. However, it must not be assumed that there is no room for improvement. Los Angeles City College can even take a few lessons from the other junior colleges.

For example, one of the newer pioneers in the field of junior college curriculum is William Kepley, formerly of Harbor Junior College. With patience, tact and gentle perseverance, he has persuaded each Harbor J.C. instructor—even the social science teacher—to submit an outline of the course he is instructing. These are filed in the dean's office. They are available for inspection. In addition, no new courses can be taught until an outline of that subject is first presented. No interference is exerted upon the instructor as to what should be in his outline. As a result, several instructors can and do employ the same outline.

Some J. C. instructors may take violent exception to the standardization of course content, but it is long overdue. Instructors in chemistry, physics and mathematics follow an outline. How can we in social science call what we do a science if we ramble through the semester? The good teacher does not use the

classroom to display elegantly his own knowledge before a captive and passive audience. Students should be exposed at least to a common denominator of essentials. Far too many students are not quite sure whether the Monroe Doctrine originated with James or Marilyn! Further, how can we say that what we offer is a transfer course if we have little knowledge and a great deal of indifference as to what is being done at the university level?

Admittedly, the junior college instructor has prima donna notions as to what should be the content of his pet course. Nevertheless, steps must be taken on each campus, and among the junior colleges, to agree upon a common set of principles and concepts, particularly in the introductory courses. There may be much leeway as to HOW a social science course is taught, but there must be little patience with the instructor who does not present the basic concepts and principles.

If we encourage each instructor to present his list of course essentials, there need not be too much friction in this integrating process. Once each year, a questionnaire should be sent to the junior college instructor; the social science teacher should be asked to list the common concepts and principles in his particular course. These questionnaires should then be collected and the statements tabulated. A summary sheet should be rushed to each instructor. One month later, a three-hour institute should be held to discuss the results of the questionnaire, with opportunity in the program for additional comment and last minute modifications. A majority vote would then crystalize that course for the coming school year.

This method holds many advantages. It permits each instructor an opportunity to defend his list of course concepts before a group of his peers. At the same time, it places before the individual social science teacher the collective judgment of the experts in his own field. The choice of textbook and other readings will remain a decision of the local campus. The harness may feel rather tight

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at first, but it will certainly give each social science course a new and stronger sense of direction.

The way we social science instructors have been "progressing" the last twenty years — like the weather vane, turning whichever way the administrative-student winds blow—we have lost our sense of direction and course discipline. We must not cater to the whims of our audience. We as teachers must present a united front in basic course requirements. We cannot give students what they want for too many prefer the bric-a-brac education. Too many prefer segregation in a society dedicated to the dignity of man. Give them what they want and our human engineering will continue to lag a century behind our architecture of steel. The average American is not only losing the desire to participate in the affairs of democracy, he is also losing the equipment to do it with intelligence. It is our task in the social sciences to see that America does as much to raise her standard of thinking as she has done to raise her standard of living. Let us cease "watering down" our courses!

Ours is the most important department on any junior college campus. We should shout this at every faculty meeting. The social sciences transform the self-centered and originally selfish human animal into an enlightened and humane person. This human animal does not take kindly to being changed; the process is painful, since it involves surrendering cherished beliefs and prejudices. Yet it must be done. Either we in this country learn to call every man our BROTHER, or another nation will call him COMRADE! Without our guidance and instruction, the atomic scientist may turn communist, and the M.D. may be racially prejudiced.

What we Americans need is not more experts and technicians, but more truly educated men and women—more genuine human beings. We must have the support of faculty and administration when we present the unwelcome conclusions of scientific inquiry. Conclusions on race, internationalism, economic and social issues may prove upsetting, but

where else but in the classroom can they be presented objectively? The social science instructor exercises a significant and abiding influence on the intellectual and spiritual development of his students. We give them the bitter realities, along with a constructive and affirmative philosophy of life.

Too many of us are willing to subscribe to the notion that education, any education, is the salvation of democracy. We are wrong. Our faith in education is too naive. We must push for a revitalized social science course, with a strong sense of direction, in order to establish a new label of management and discipline in our schools. We need a stronger, unrestrained teacher in the social sciences, one who will not over-simplify the nature of essentially complicated social issues. Without indoctrinating, the good social science instructor can teach our students to remain loyal Americans under the most adverse circumstances.

In a recent issue of the *U.S. News and World Report* (February 24, 1956), Major Mayer, army psychiatrist, reported that one-third of all the American soldiers captured in Korea yielded to brainwashing! Moreover, they were not tortured — they were simply out-talked! These Korean Communists did not sell communism, they "unsold" America. Returning American prisoners stated that they were given a very intensive education about America, a communist viewpoint of history which emphasized every defect in our development. Many of these American prisoners confessed that their own knowledge of the American system — of our history, our economics, our politics — was insufficient to enable them to refute this communist version, even in their own minds! Too many of our Americans in Korean prisons lacked the toughness of spirit and the information to resist such indoctrination. Major Mayer stated that the effectiveness of brainwashing indicated serious weaknesses in American character and shortcomings in their education.

We must face this challenge. On October 11th, at the Southern California Junior College Conference, the social sci-

ence instructors will hear another army representative present additional information on brain washing. Now do you see the need to incorporate new information into our courses?

We must adopt the new, the vital, the relevant information into our social science courses, remembering at the same time that the best education for a changing world is a thorough grounding in those things which are least likely to change. There is no dearth of facts, of principles, or higher truths for us to teach and to learn. Let us get on with this business of learning and teaching social science with renewed encouragement on the part of our society. Our way of life is at stake and the social scientists can do much in advancing it.

Reprinted with permission from the Los Angeles School Journal, September 25, 1956.

LIBRARIAN WANTED

County School Librarian Department Head in central agency plus supervising visits to elementary schools over large county. Library degree, elementary teaching experience and drivers license required. Sick leave, two weeks vacation, retirement. Salary open. Communicate with: Stephen D. Ewing, Humboldt County Library, Eureka, California.

Late in June ALA is publishing *The Humanities and the Library* by Lester Asheim and associates. This book represents an important new development in the theory and practice of library education at the graduate level. Price is set at \$5.00.

PROPOSED CONSTITUTIONAL AMENDMENT

The Constitutional Revision Committee presents for your consideration the following amendment to the Constitution of the School Library Association of California:

Article III, Section 1b of the Constitution of the School Library Association of California shall be amended as follows. Delete from the section the sentence, "The president, vice-president, secretary, treasurer, *Bulletin* editor and associate *Bulletin* editor shall be elected from the membership at large of the state Association," and insert in its place the following two sentences, "The vice-president, secretary, treasurer, *Bulletin* editor, and associate *Bulletin* editor shall be elected from the membership at large of the state Association. The vice-president shall be the president-elect and shall succeed to the office of president during the year immediately following service as vice-president."

Constitutional Revision Committee:

Thomas B. Murray, Chairman
Irene Mensing
Mary Louise Seely

Porter Sargent's *Handbook of Private Schools*, 38th edition contains a 54-page introduction by educators on "The Challenge of the Gifted" for those interested in the gifted child.

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... Just The Facts

About School Library Consultant Services

... AB-143 AB-143 AB-143 AB-143

This is the number of the School Library Consultant Services Bill.

Write the legislators from your district to support AB-143 as it goes through its hearings.

... *Dr. Francis Noel*, Chief, Bureau of Audio-Visual Education, has been designated by *Dr. Jay Conner* as liaison between SLAC, other associations, and AB-143. This is in line with the State Department of Education policy of assigning one of their staff to follow legislation which the Department of Education is actively supporting.

Dr. Noel will keep SLAC constantly informed as developments arise. He is wholeheartedly enthusiastic in his support of the need for school library consultant services.

If school library consultant services are authorized by the legislature, *Dr. Conner* will then place the position in the Department of Education. School librarians can rest assured that school library consultant services will be on a basis acceptable to school librarians.

... *Standby Committee* is standing by!

Personal contacts have been made.

Letters are being written to legislators.

Each Standby Committee member will be notified of hearing dates.

... *Let's look ahead*

First, let's achieve the position. Passage of AB-143 by the legislature will authorize the provision of school library consultant services in the State Department of Education.

Then, personnel qualifications for the position will be determined, and an examination will be set up by the State Personnel Board.

In the meantime, if the bill is passed, the State Department of Education will plan carefully with librarians and administrators in the state to determine

areas of service and ways of making school library consultant services available on a state-wide basis.

SHAL - SHE SHUM - SINN?

or

Don't Drink and SAI - SANE

Pasadena City College Library recently blossomed out with new labels for the card catalog in colorful rows of pink, green, and buff. The librarian's wife (Felicia Smith), who assisted with the project, was so inspired by the strange and wonderful word combinations on the new labels that she composed the following tale:

This is not just a STORY-STRUF of how JOH and JONE just LEIT-LEW almost shortened their LIFE-LIN when after a JAM-JAZ attitude which they couldn't EVER-EXPL got into their RACI-RAIK, FRANCI-FRENCH McCAR and WHIT-WILD. JOH was a BOY-BREV hair cut who FOT with the FRANCH in the war. In the UNIV-VAM he was a GOOD-GRAG though he didn't like MATH-MAXE. OB-OI not he, he wanted to be a MEDICINE-MENS, not a PROFI-PSYCHI, nor a U.S. FED, especially not this last, as he was CONTRE-COPs. JONE loved JOH and thought HEMM-HERS. She called him MAI-MAN. She was a real MIS-MODERN, a CHEMISTRY-CHIC and SUH-SWEet that JOH was WILDA over her and SED-SEW. He called her BLAND-BOM. Well, they took this ride, see? And the VAN-VENT VRA-WAM and CONKed-CONTRA the ROCK. JOH had a TIE-TORN and HERT-HISS HEAD-HEML! He could just LEAR and LEIS on the ground, while she lost her CARC-CASE, but what DIF-DOZ that make when the TORO was TRANSLated and the TRANSM was TROPICated, and the car wouldn't start because of the DRY-DYK. But Joh's boss, OJ-ON McKA, a real BON-BOS, only CHIDed the CHIL-DREN.

ITEMS OF INTEREST FROM THE AMERICAN LIBRARY ASSOCIATION

Recent releases from ALA supply American librarians with the following news about their national association:

In May ALA is publishing a new book by Mary Peacock Douglas, *The Pupil Assistant in the School Library*. Earlier books of Mrs. Douglas include *The Teacher-Librarian's Handbook* and the official *North Carolina School Library Handbook*.

Another title coming from the presses of ALA in June is *Book Bait*, which serves to bring young people and books together just as the title suggests; it contains nearly 100 titles compiled by the author Elinor Walker, in cooperation with some of the country's leading young people's librarians.

As of April 1, 1957, thirty Jaycee state organizations had adopted "Operation Library" as a major project and in quite a few of the remaining states local Junior Chambers of Commerce engaged in community programs for library improvement.

On the evening of April 25, 1957 the ALA presented the first ALA Liberty and Justice Book Awards of \$5,000 each to William H. Whyte, Jr. for *The Organization Man* (Simon & Schuster); Alpheus Thomas Mason for *Harlan Fiske Stone: Pillar of the Law*; and James T. Thurber for *Further Fables for Our Time*.

The American Library Association has recently announced the publication in late January of *County, Regional and District Library Laws* at a cost of \$1.75. This is a revision of *Regional and District Library Laws* published in 1942. The new book is arranged alphabetically by states. For each state the source and subject of existing laws are cited and the history of county and regional library legislation is outlined in an introductory note. A chart outlines the types of library service available in each state, and a useful glossary of special terms is included.

The Association of College and Reference Libraries, a division of the American Library Association, announced sub-grants to 118 college and university libraries throughout the nation to improve their collections, equipment and programs of library service. The sub-grants were from a total of \$40,000 in grants made to ACRL in the second year of a program financed by private industry.

The American Library Association has received a new grant of \$200,000 from the Fund for Adult Education for further development of long-range adult education programs in libraries. The funds will extend the current ALA Library-Community Project, which began in 1955 under a similar grant, until August 31, 1959.

A nation-wide effort to interest more young men and women to become librarians was given a substantial boost at the Midwinter Meeting of the American Library Association in Chicago by a gift of more than \$17,500 to library schools for scholarships. Each of the library schools accredited by the American Library Association will receive \$500 from H. W. Wilson Company, publishers of professional library indexes and reference services. At the present time there are 35 library schools so accredited; ten receive the scholarship for 1957, another ten in 1958, ten more in 1959, with 5 receiving the fund in 1960, plus any other schools which may become accredited before that time.

Annual Conference

The 76th Annual Conference of the American Library Association will be held in Kansas City, June 23-29 with 4,000 librarians expected to participate.

ALA President Ralph R. Shaw will preside at the three General Sessions. Speaker at the First General Session will be John W. Gardner, President of the Carnegie Corporation of New York.

There will be two pre-Conference

meetings; *An Adult Education Institute on Community Study*, and *A Workshop for Library Trustees, Librarians and Citizens on the theme "Opportunities Unlimited."*

The annual Newbery-Caldecott Awards Dinner will be held Tuesday evening, June 25.

The American Association of School Librarians is planning an old-fashioned midwestern barbecue supper for Sunday, June 23.

A Symposium and Clinic on Recruitment will be held on Wednesday evening.

The Library Periodicals Round Table will conduct a Workshop for Library Periodical Editors and Business Managers.

The Association of Hospital and Institution Libraries will hold a panel discussion on "Group Bibliotherapy Conducted Jointly by Doctor and Librarian."

The Library Service to Labor Groups Joint Committee will present a symposium, "Gearing Library Services to an Expanding Labor Movement."

The Resources and Technical Services Division will meet jointly with the Library Education Division to discuss "Our E Pluribus Unum: After Unification. What Then?"

The Public Libraries Division will hold a membership meeting to hear reports on Promotion of Standards, ALA and the Library Services Act, and "Operation Library." At a later meeting PLD will join with the Children's Library Association and American Association of School Librarians, in a meeting at which Phyllis Fenner, author and librarian, will speak on "Proof of the Pudding: What Children Read when Good Books Are Available."

The Inter-Library Cooperation Committee of the Resources and Technical Services Division will hear Verner W. Clapp, (President, Council on Library Resources, Inc., Washington, D.C.) who will speak on "Building Library Resources through Inter-Institutional Collaboration."

Dan Lacy of the American Book Publishers Council, will speak on "The College Library Today and Tomorrow" at a meeting of College Librarians Section of the Association of College and Reference Libraries.

Eleanor E. Ahlers has been appointed Executive Secretary of the American Association of School Librarians, a division of the American Library Association. Miss Ahlers will assume her duties at ALA Headquarters in Chicago on Sept. 1, 1957. She is presently serving as assistant professor of Library Science at the School of Education, University of Oregon (Eugene), a position she has held since 1953.

The U.S. Government Printing Office has just released *Vacation Tips* which lists 64 booklets for the vacation-minded. If you are planning to visit any of the national parks, Washington, D.C., historical sites in the United States, Hawaii, Alaska, or some of the countries in Europe, write for your copy of *Vacation Tips*.

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Scholastic Teacher Names Education's "Oscar Winners" in 8th Annual National Film and Filmstrip Awards

Winners of the Eighth Annual National Film and Filmstrip Awards were announced today by *Scholastic Teacher*, the nation's foremost weekly magazine for teachers and educators.

Widely known as "Education's Oscars," the 1957 awards go to ten winners in each of three categories—Sponsored Films, Non-Sponsored Films and Filmstrips.

The winners were chosen by a 40-man panel of judges which included leading educators and supervisors of audio-visual education.

Here are the winners:

Sponsored Films:

- Arizona and its Natural Resources*—Bureau of Mines-Phelps Dodge.
- Bananas? Si, Señor*—United Fruit.
- Don't Skid Yourself*—Aetna Life.
- High Road*—Ford.
- Idaho and Its Natural Resources*—Bureau of Mines-Richfield Oil.
- Man of Action*—Action.
- The Petrified River*—Bureau of Mines-Union.

Play it Safe—Johnson and Johnson.

Wings to Austria—Pan American.

The World that Nature Forgot—Montano.

Non-Sponsored Films:

Biography of the Unborn—Encyclopædia Britannica Films.

A Desk for Billie—National Education Association.

Face of Lincoln—University of Southern California.

Helen Keller in Her Story—Louis de Rochemont Associates.

Medieval History (Series)—Encyclopædia Britannica Films.

Picture Book Parade (Series)—Weston Woods Studios.

Story of the Pilgrims—McGraw-Hill.

The Vice Presidency—McGraw-Hill.

Voting Procedures—Indiana University.

You are There (Series)—Young America.

Filmstrips (Tie—11 Winners):

Art and the Growing Child—Films for Education.

Color of Man—University of California.

Directing Your Dollars—Institute of Life Insurance.

Getting Along with Others—Young America Films.

Grooming for Boys—Young America Films.

Guidance Discussion—Jam Handy.

Medieval Europe—Encyclopædia Britannica.

Presidential Conventions and Candidates—New York Times.

Word Study—Young America Films.

World's Great Religions—Life.

World We Live In (Pts. 9-13)—Life.

College and university libraries throughout the United States will be assisted by two new grants to the Association of College and Reference Libraries, a division of the American Library Association. ACRL President Robert W. Orr, Director of the Iowa State College Library (Ames), announced that the United States Steel Foundation has awarded a sum of \$30,000 "for improving libraries and services as valuable adjuncts to teaching," and the New York Times has given a \$5,000 grant to aid Libraries in the purchase of microfilm files of the newspaper. The funds are to be distributed in sub-grants by ACRL.

Jewel Gardiner Memorial Loan Fund

The School Library Association of California, Northern Section, announces that a committee has been formed to commemorate the memory of Jewel Gardiner through the establishment of a loan fund to help needy library school students.

At present, the members of the committee are Sacramento school librarians and library school classmates of Miss Gardiner. Any one wishing to serve on the committee is invited to send his or her name to the chairman.

Final plans for the collection and ad-

ministration of the funds are to be formulated early in the fall semester. In the meantime, members and friends who wish to contribute to the fund, may send checks to the chairman, made out to the Jewel Gardiner Memorial Loan Fund.

Respectfully submitted,

Bernice Braden

Thelma Dahlin

Dorothy McGee

Mary Sands

Elizabeth Scott

Dora Smith

Jessie Boyd, Chairman

NEW OFFICERS FOR 1957-1958

STATE OFFICERS

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Vice-President.....	Ms. Ellanora Kramer, Jordan High School, Long Beach
Secretary.....	Alene Parker, Vallejo College, Vallejo
Treasurer.....	Mrs. Ethel Blumberg, Dorsey High School, Los Angeles

BULLETIN STAFF

Editor.....	Mrs. Berna Simoncelli, Bureau of Texts and Libraries, San Francisco City Schools, San Francisco
Associate Editor.....	Floyd Smith, Jr., Compton College, Compton

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Secretary.....	Leonora T. Vincenzini, South San Francisco High School, San Francisco
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Director.....	Mrs. Frances Erickson, San Bruno School District, San Bruno

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Director.....	Margaret F. Glassey, Emerson Junior High School, Los Angeles

ADDED MEMBERS

Memberships Entered Since December 1, 1956 for 1956-1957

Northern Section

Name	School or College	Address
Bacon, Mrs. Betty (Book Exhibit)		399 - 60th St., Oakland 9
Boardman, Mrs. Muriel F. (L)	Elmhurst Junior High	1800 - 98th Ave., Oakland 3
Boling, Kathleen (L)	Clovis High School	Clovis
Brackett, Mildred (L)	Sacramento County School Library	914 - 7th St., Sacramento 14
Collins, Mrs. Margaret M. (TL)	Willard School	Berkeley 4
Crockett, Mr. Donald E. (L)	Santa Rosa Senior High	1235 Mendocino Ave., Santa Rosa
Graves, Frances M. (L)	Kit Carson Junior High	1324 - 54th St., Sacramento 19
Hagerty, Mrs. Frances M. (Elem. A.)	Crocker Highlands Elementary School,	525 Midcrest Rd., Oakland 10
Hart, Anna Marie (GS)	Weaverville Schools	Box 235, Weaverville
Irvine, Mrs. Anna (AL)	James Denman Junior High	San Francisco
Janke, Mr. Leslie H. (A. Prof.)	Dept. of Librarianship	San Jose State College, San Jose
Klausner, Mrs. Mary P. (L)	Lake Tahoe Unified School District	Box 217, Tahoe
Knight, Mrs. Naoma B. (L)	Menlo Park City School District,	1300 El Camino Real, Menlo Park
Leger, Mr. Joseph L. (L)	St. Francis High School	2565 Miramonte Ave., Mountain View
McCart, Marion (World Book Rep.)		2902 Muir Way, Sacramento 18
Noel, Dr. Frances W.	State Department of Education, State Education Bldg.,	721 Capitol Ave., Sacramento 14
Quibell, Mrs. Charles H. (Sr. L)	Fresno County School Library	2314 Mariposa St., Fresno 21
Ryder, Nellie Jane (L)	Carmel High School	Box 600, Carmel
Schroeder, Mrs. Edith C. (Retired)		422 W. Myrtle St., Hanford
Shackelford, Ruth (T)	Franklin Elementary School	915 Foothill Blvd., Oakland 6
Tompkins, Mrs. Josephine L. (L)	Yuba City Union High School	Yuba City
Vines, Mrs. Stelter O. (L)	Bret Harte School	1099 E St., Hayward

Library Section of Southern California Junior College Association Studies Services to Junior College Librarians

By Floyd Smith, Compton College Library

One of the major items on the agenda of the Library Section at the Bakersfield College meeting of the Southern California Junior College Association on May 4, 1957, was the problem of association services to junior college libraries. The seventeen librarians present agreed that better liaison between California junior college librarians was desirable, but the question was whether to recommend the formation of a new association, affiliate as a section of the California Library Association, or to expand the services of the School Library Association of California or the SCJCA section.

It was immediately pointed out that membership in a new organization would mean additional dues, but that affiliation as a section of either CLA or SLAC would bring no increase. However, less than a quarter of those present belonged to either organization.

It was also brought to the attention of the group that CLA meetings usually occur during the week, so that the entire staff of a school library would be able to attend only if the section meetings were to be held on Saturday. Thus the other benefits of the weekday CLA meetings would not be available to the average junior college librarian. However, one of the librarians pointed out that her administration would be more willing to allow her staff to attend CLA meetings if a junior college section were extant, so that more direct benefit might be gained.

The section could come to no conclusion in the face of these conflicting opinions, but was in complete agreement that more and better liaison was desirable. Therefore, the section recommended that those junior college librarians present at the next CLA meeting consider this problem also.

It was reported that SLAC, at its re-

cent board meeting in Los Angeles, recognized the need and resolved to expand its services to junior colleges.

The section's attention was then directed to another matter which to some extent solved the previous need. Chairman Fred Osborne of Long Beach City College stated the head librarian's lack of current statistics of other junior college libraries in California, especially in the preparation of the budget. After entirely favorable discussion, the section recommended that the newly-elected secretary, John Wetzler of Bakersfield College, be directed to submit a questionnaire to all junior college librarians in the state sometime before Christmas, and that these results be disseminated rapidly so that they might be available to aid in the formulation of the budgets for the coming school year. Mr. Wetzler has since submitted a sample questionnaire to all librarians for suggested revision.

Recognition was given Elizabeth Martin of Monterey Peninsula College, Chairman of the Library Section of NCJCA, who has made extensive study of the need for better organization of junior college libraries. J. C. Carty of Fresno City College, newly-elected president of the section, offered to contact Miss Martin concerning the section's action.

However, the question still remained unanswered at the close of the meeting: both SLAC and SCJA have increased their services to junior college libraries, but is this enough?

The Foreign Policy Association has prepared its "Catalog of Publications and Services" for 1957. You may have your free copy by writing to the Foreign Policy Association, 345 East 46th Street, New York 17, N.Y.

